

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2014 JUN 23 PM 12:53 Document Control Center </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place data stamp here
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant information

Organization name Sheldon ISD	Vendor ID #	Mailing address line 1 11411 C. E. King Parkway	
Mailing address line 2	City Houston	State TX	ZIP Code 77044
County- District # Campus number and name 101924	ESC Region # 4	US Congressional District # 29th	DUNS # 098202260

Primary Contact

First name Brenda	M.I. J	Last name Emanuel	Title Dir. of Grant Dev. & Compliance
Telephone # 281-831-5398	Email address brendaemmanuel@sheldonisd.com		FAX # 281-727-2034

Secondary Contact

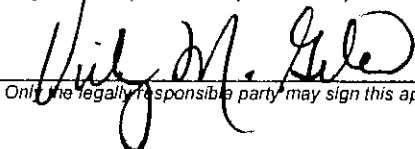
First name Joan	M.I.	Last name Bowman	Title Associate Superintendent
Telephone # 281-727-2046	Email address Joanbowman@sheldonisd.com		FAX # 281-727-2093

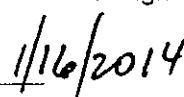
Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Vickey	M.I. M	Last name Giles	Title Superintendent of Schools
Telephone # 281-727-2006	Email address Vickeygiles@sheldonisd.com		FAX # 281-727-2085
Signature (blue ink preferred)			Date signed





Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Induction Program: Sheldon ISD established an induction/mentor program seven years ago supported by the Beginning Teacher Induction and Mentor Program Grant. Beginning with the 2011-2012 school year, these funds were no longer available. Sheldon ISD continued to provide an induction/mentor program; however, it had to be scaled down due to the lack of funding. If the grant is awarded to Sheldon ISD, the district plans to reinstate the New Teacher Induction program which will be tailored specifically for beginning teachers to provide support and on-going professional development through a distinguished "New Teacher Induction Academy." The academy has been designed by a team of educators utilizing resources from various vendors such as Ginger Tucker's – The Heart of Teaching series. This program will be designed to assist and support new teachers by focusing on key principles for developing an effective teacher. Following the initial professional development sessions provided during regular in-service training; all first and second year teachers will participate in on-going professional development sessions throughout the school year based on individual needs. Release time will be provided to allow teachers to attend training sessions throughout the school day.

Mentoring Program: The mentor program currently in place offers an opportunity for 1st and 2nd year teachers to receive support and assistance from an experienced teacher who has demonstrated success as a classroom teacher. The mentor program provides a mentor teacher to support first and second year teachers and scheduled release time for classroom observations. The grant will allow the district to expand the program to offer the following: 1. Mentor Facilitator (full-time teacher receiving an additional stipend) to manage the program on each campus. 2. Time for collaborative dialogue during the school day, and 3. Support for mentors through approved training provided by a Train the Trainer Model (including supplies and materials for the training component). We must ensure we are meeting the needs of new teachers that will produce positive results as evidenced through student academic growth.

21st Century Digital Learning Teams: (A form of Mentoring) Teachers with at least two years of experience will have the opportunity to participate on a 21st Century Digital Learning Team. This program will be the ground breaking of a different approach to improve teacher and student performance. These teams will be expected to identify a common goal to pursue that will focus on integrating technology in the classroom. They will have support from the 21st Century Digital Liaison, which is a master teacher with a reduced schedule, who will facilitate collaborative dialogue during weekly Professional Learning Communities (PLCs) that will broaden the knowledge and expertise required to launch the program to meet the desired outcomes. The 21st Century Digital Learners will receive release time to practice the skills while the Liaison observes the delivery of instruction in an effort to provide constructive feedback and on-going support. Each liaison will need an iPad and apple TVs for observation purposes and to model lessons. The Digital Learners will also have additional teacher observations which will be required as a participant in the program using a Peer Review Model evaluation system developed by TAP (Teacher Advancement Program). This research-based model will be utilized to support on-going professional development through a coaching process as we move toward performance-based compensation. The additional observations will consist of informal and formal observations conducted by the 21st Century Digital Liaison and a campus administrator. The information obtained from the informal observation conducted by the Digital Liaison will be used to give the teachers detailed feedback and to design the coaching sessions needed.

Evaluation: The district will continue to implement the traditional PDAS teacher evaluation system for all teachers including the 21st Century Digital Learners. However, we plan to expand this program by developing 21st Century Digital Learning Teams (career teachers) where teachers will have the opportunity to grow professionally. As a participant of the team, goals and expectations will be identified and strategies for meeting the expectations will be outlined and executed. Measures of performance for evaluation and compensation purposes will be initiated to determine annual performance compensation. Performance will be assessed using multiple measures of teacher effectiveness: the average score from multiple classroom observation; average of student growth measures within a classroom; and average of student growth measures across the school. The district will contract with the TAP program to assist in facilitating this process to accurately measure teachers' effectiveness and to provide teachers with intensive support to improve their classroom performance overtime. Each teacher is expected to meet an individual goal which could gain them incentive pay up to a maximum of \$1,000.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Professional Development:

The primary focus of professional development will be on the first and second year teachers. They will participate in a one-day orientation and two additional days on curriculum access, implementation and resources, lesson planning, special population support and requirements, classroom management, etc. They will also have the opportunity to develop Individual Professional Development Plans to support their knowledge and skills throughout the school year. Prescribed plans will be generated for each teacher and on-going training will be designed to meet their needs for continuous growth and development which will ultimately improve student performance. The four (4) follow up training days will be offered one day in the month of October, November, January, and May.

Teachers selected to participate as mentors will receive training to prepare them to assist new teachers through a coaching model. Teachers participating in the 21st Century Digital Learning Program will participate in professional development weekly through the Professional Learning Communities (PLCs) facilitated by the 21st Century Digital Liaison.

Strategic Compensation and Retention: Teachers serving on the 21st Century Digital Learning teams will have the opportunity to receive incentive pay up to \$1,000 if individual goals are achieved by the end of each school year. We anticipate this program will change the campus culture in response to a different way of applying new knowledge. The program is explained in the section above under 21st Century Digital Learner.

Recruiting and Hiring: The district strives to hire and retain the best qualified teachers each year. In an effort to ensure we hire highly qualified teachers, we will offer teachers an incentive pay of \$200 to provide early notification to retire or resign by a date determined by the district. The Personnel Services department will develop a strong partnership with local Colleges and Universities to influence more future teachers to complete their student teaching in the district. Through this partnership, we plan to also open the lines of communication with potential graduates. It is equally important to establish a professional partnership with Alternative Certification Program (ACP) entities as a means of locating the best applicants.

Career Pathways: The overarching goal is to provide leadership opportunities for master teachers who want to utilize their skills and expertise without leaving the classroom. Various positions will be developed based on the information charted below.

Positions	Career Pathway	Additional Stipend	Incentive Pay
Teacher Trainers for the New Teacher Academy	Yes	Yes	N/A
Mentor Program Facilitator (Also responsible for training teachers who will serve as mentors)	Yes (One person for each campus)	Yes	N/A
21 st Century Digital Learning Liaison (Master teacher)	Yes 2 for High School 1 for the Middle Schools to share 2 for Elem. to share	No Work with a reduced schedule	N/A
Educator Excellence Program Coordinator	Full-time position to monitor and manage all components of the plan	No	N/A

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary								
County-district number or vendor ID: 101924			Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature								
Project period: April 1, 2014, through August 31, 2016			Fund code: 429					
Part 1: Budget Summary								
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)		Year 2 (9/1/14 – 8/31/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$722,200	\$66,600	\$788,800	\$722,200	\$66,600	\$788,800
Schedule #8	Professional and Contracted Services (6200)	6200	\$46,500	\$0	\$46,500	\$46,500	\$0	\$46,500
Schedule #9	Supplies and Materials (6300)	6300	\$47,400	\$0	\$47,400	\$47,400	\$0	\$47,400
Schedule #10	Other Operating Costs (6400)	6400	\$6,753	\$0	\$6,753	\$6,753	\$0	\$6,753
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0	\$0	\$0
Total direct costs:			\$822,853	\$66,600	\$889,453	\$822,853	\$66,600	\$889,453
Percentage% indirect costs (see note):			N/A	\$0	\$0	N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$822,853	\$66,600	\$889,453	\$822,853	\$66,600	\$889,453
Administrative Cost Calculation								
Enter the total grant amount requested:			Year 1		Year 2			
			\$889,453		\$889,453			
Percentage limit on administrative costs established for the program (10%):			889,453x .10		889,453x .10			
Multiply and round down to the nearest whole dollar. Enter the result.								
This is the maximum amount allowable for administrative costs, including indirect costs:			\$88,945		\$88,945			

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 101924			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional						
1	Teacher		5		\$150,000	\$150,000
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator		1		\$60,000	\$60,000
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Other Employee Positions						
15	Title				\$	\$
16	Title				\$	\$
17	Title				\$	\$
18	Subtotal employee costs:				\$210,000	\$210,000
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay			\$67,200	\$67,200
20	6119	Professional staff extra-duty pay			\$505,000	\$505,000
21	6121	Support staff extra-duty pay			\$	\$
22	6140	Employee benefits			\$6,600	\$6,600
23	61XX	Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs				\$578,800	\$578,800
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$788,800	\$788,800

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0	\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0	\$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$	\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:Harris County Dept. of education will conduct the program evaluation components as an external evaluator.		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:Conduct evaluation of program based on TEA guidelines.			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs # of positions: .75	\$36,000	\$36,000
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$36,000	\$36,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 101924

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: NIET: Teacher Advancement Program (TAP)		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Provide evaluation instrument to measure teacher & student performance			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials:		\$	\$
	Contractor's other operating costs: Training and technical support		\$10,500	\$10,500
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$10,500	\$10,500	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 101924

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$46,500	\$46,500	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:				
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$46,500	\$46,500	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	\$0	
(Sum of lines a, b, c, and d) Grand total		\$46,500	\$46,500	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101924

Amendment number (for amendments only):

Expense Item Description**Technology Hardware—Not Capitalized**

6399	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	ipads	To model integrated practices within the classroom	8	\$3,200	\$4,400	\$4,400
	2	Apple TVs	To model integrated practices within the classroom	8	\$1,200		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$35,000	35,000
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$8,000	\$8,000
Grand total:						\$47,400	\$47,400

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 101924		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$6,753	\$6,753
Grand total:		\$6,753	\$6,753

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 101924			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$0	\$0
Grand total:				\$0	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 101924			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			7,716		
Category	Number	Percentage	Category	Percentage	
African American	1,655	21.4%	Attendance rate	96.3%	
Hispanic	5,259	68.1%	Annual dropout rate (Gr 9-12)	1.6%	
White	663	8.5%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	68%	
Asian	35	.4%	TAKS commended 2011 performance, all tests (sum of all grades tested)	8%	
Economically disadvantaged	6,126	79.3%	Students taking the ACT and/or SAT	61.8%	
Limited English proficient (LEP)	2,240	29%	Average SAT score (number value, not a percentage)	1,238	
Disciplinary placements	186	2.4%	Average ACT score (number value, not a percentage)	17.6	
Comments					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	127.6	27.9%	No degree	5.9	1.3%
Hispanic	106.8	23.3%	Bachelor's degree	342.7	74.9%
White	213.3	46.6%	Master's degree	107	23.4%
Asian	1.0	.2%	Doctorate	2	.4%
1-5 years exp.	181.5	39.7%	Avg. salary, 1-5 years exp.	46,472	N/A
6-10 years exp.	124.7	27.3%	Avg. salary, 6-10 years exp.	49,085	N/A
11-20 years exp.	69.7	15.2%	Avg. salary, 11-20 years exp.	52,643	N/A
Over 20 years exp.	33.2	7.3%	Avg. salary, over 20 years exp.	61,207	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	563	567	601	598	611	573	567	593	612	581	525	454	444	427	7716
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	563	567	601	598	611	573	567	593	612	581	525	454	444	427	7716

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	21	27	38	37	36	35	33	39	39	38	31	30	30	31	465
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	21	27	38	37	36	35	33	39	39	38	31	30	30	31	465

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each school year, with the assistance of the district-level committee using feedback from survey and evaluative instruments, a District Improvement Plan is developed, evaluated and revised for the purpose of improving student performance for all student populations. The district-level committee was selected in accordance with board policy and includes all appropriate and mandated representatives. The Associate Superintendent regularly consults the district-level committee in the planning, operation, supervision, and evaluation of the district educational program, as outlined in the district improvement plan. This plan guides district and campus staff in the improvement of student performance for all student groups in order to attain state standards and to demonstrate significant growth on local assessment. The District Instructional Services Department convenes to review various district data sets to identify areas of strength and weakness which will drive the revision process. An evaluation of programs, initiated at the district level, is also facilitated to determine the overall effectiveness toward student achievement. At this point, focus groups may be developed to dissect the data further to determine factors that may have contributed to the lack of success and follow up with an action plan to be executed the following school year.

This equates to the process initiated by each campus as they conduct their yearly comprehensive needs assessment. The campus site-based decision-making committee consists of campus administrator(s), teachers, parent, community member, business partner, and a student if possible. A summary of the collected data is carefully analyzed to identify strengths that enhanced the valued "teaching-learning" process and the circumstances that detracted from the same process. The data summary is an analysis of patterns and trends which drives a discussion of probable causes contributing to significant areas of student needs. The data include state assessments, curriculum-based assessments (benchmarks), teacher-made assessments, most recent AEIS (TAPR) report, and surveys. The surveys were collected from various sources in an effort to gain feedback from all stakeholders reflecting their points of view. Surveys completed by teachers and the paraprofessional staff called for the committee to review and revise professional development needs especially for first and second year teachers. This process supports the concept of retaining teachers as it also sparked the reorganization of the "traditional" mentor program which has become a valuable selling point for recruiting teachers to the district. Students and parents are also afforded the opportunity to share their thoughts and ideas to support the school improvement process by completing a survey facilitated at both the campus and district levels. This information helps to improve student relations, learning conditions, and the school's overall environment. The results also forged the next steps of developing an action plan offering extensive training for administrators in the areas of curriculum, cultural awareness, technology, leadership skills for building leadership capacity, data-driven instruction, etc. The committee also completes a program evaluation process to monitor effectiveness as well as to determine the most effective use of funds.

The campus site-based decision-making committees convene throughout the school year to review the campus improvement plan and conduct an informal evaluation through a collaborative process to determine progress towards achieving the desired outcomes. The plan is a living document and may be tweaked at any time by the committee. This process is cyclical in nature with a primary focus on responding to some key questions to initiate dialogue on "what is" and "what should be." Some of the questions include: 1. What are the strengths of the campus and how can we build on them to improve our school? 2. What are our areas of concern and how can they be improved? 3. What resources are available to us and how can we use them more effectively? 4. What additional training is needed?

Once all areas of improvement have been identified, we create focus teams to brainstorm ideas, strategies, best practices, etc. for each area of concern. As the plan is being developed, we prioritize the needs according to the ideal and then consider the reality of the circumstances. The next step is to determine which areas are the most important in terms of needing improvement and what solutions might generate success. It is also important to base the final decisions on the availability of funds to support initiatives, program cost, and staffing patterns. If funds are not available to support the recommended action plan, many times we must tweak the plan which may alter the end results.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<ul style="list-style-type: none"> The first priority is to increase the retention rate of highly qualified teachers that will in turn have an impact on student performance 	<ul style="list-style-type: none"> Provide opportunity to offer incentives to encourage highly qualified teachers to remain in the district. Provide additional career paths for effective teachers who want to take on additional leadership roles and responsibilities and remain in the classroom
2.	<ul style="list-style-type: none"> A second priority for the district is to close the gap between professional development, the acquiring of resources, and the application of knowledge. 	<ul style="list-style-type: none"> The application of best practices will correlate to improvements in student achievement and student behaviors through the roles of the Mentor Facilitators and 21st Century Digital Liaisons as support systems Opportunity for prescriptive professional development to meet individual needs Connects professional development to observation, evaluation, and compensation Release time for support and learning, and applying skills
3.	<ul style="list-style-type: none"> Thirdly, the district wants to establish a systematic process of measuring teacher growth and/or providing feedback that is critical for improving student achievement. 	<ul style="list-style-type: none"> Provide a research based evaluation tool that accurately measures instructional effectiveness and student academic growth
4.	<ul style="list-style-type: none"> The district will also focus on improving school climate and high expectations for all students regardless of their socio-economic status. 	<ul style="list-style-type: none"> Create a school culture of student achievement by creating a teacher learning cycle that aligns classroom observation, application of best practices, ongoing data analysis, feedback, and professional growth using a research-based model
5.	<ul style="list-style-type: none"> Lastly, the district wants to provide prescribed professional development to ensure the individual needs of each teacher are met using a systematic process. 	<ul style="list-style-type: none"> Survey first and second year teachers to develop individual professional development plans. Provide release time for teachers to participate in cohort professional development based on individual needs. Provide mentor teachers to assist in coaching and providing feedback that will lead to improving teacher and student performance

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Schedule #14—Management Plan

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	
1.	Director of Grant Dev. & Compliance	Brenda Emanuel, Ed.D has been the Director of Grant Development & Compliance for Sheldon ISD for the past five years. She has eleven years managing/supporting 21 st Century After School Programs as an administrator. She was also the recipient of the Texas After School Program Golden ACE Award for Administrator of the Year in 2011.
2.	Director of Research and Evaluation	Jeannette B. Truxillo, Dr. PHD, is the Director of the Research and Evaluation Institute of Harris County Department of Education. Dr. Truxillo holds a doctorate from The UT and has specialized in participatory evaluation, accountability, and measurement for the past 20 years.
3.	Teacher Advancement Program (TAP)	A comprehensive school reform model that provides teachers powerful opportunities for career advancement, ongoing professional dev., a fair evaluation system, and performance-based pay. TAP is currently impacting more than 20,000 educators and 200,000 students across America.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Develop new teachers that are effective and establishes a sense of belonging	1. Provide a strong New Teacher Induction Academy	08/11/2014	08/31/2016
		2. Provide a teacher mentor program	07/01/2014	08/31/2016
		3. Provide opportunity for teacher leadership roles	07/01/2014	08/31/2016
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Develop & support highly effective teachers that impact student achievement	1. Apply the "PDAS" Evaluation System	08/11/2014	08/31/2016
		2. Prescribed professional dev. for new teachers	08/11/2014	08/31/2016
		3. Weekly collaborative planning sessions	08/11/2014	08/31/2016
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Promote a culture of educational leadership that integrates technology	1. Engage staff in professional learning communities	08/11/2014	08/31/2016
		2. Provide opportunity for Digital Learning Teams	08/11/2014	08/31/2016
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Promote teacher retention by incorporating fair measures for incentive pay	1. Apply the "TAP" evaluation rubric	08/11/2014	08/31/2016
		2. Establish system to measure growth	04/01/2014	08/31/2016
		3. Implement the Peer to Peer Review Model	08/11/2014	08/31/2016
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Increase the number of qualified applicants	1. Market /establish partnerships with colleges and AC programs for student Interns	04/01/2014	08/31/2016
		2. Offer incentive pay for early notification to resign	01/05/2015	03/15/2015
		3. Offer incentive pay for early notification to resign	01/05/2016	03/15/2016
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district uses curriculum-based assessment results as a benchmark to measure growth. Instructional coaches facilitate weekly Professional Learning Communities (PLCs) to assist teachers in interpreting the data. The teachers participate in collaborative dialogue to determine strengths and weaknesses as well as strategies to implement that will have a positive effective toward achieving the desire outcome. Team leaders also meet with their perspective departments/grade level teams weekly to discuss lesson planning, required instructional materials, best practices, task management as well as to provide moral support while striving to meet the daily challenge of focusing on the needs of all students. The team leaders are also members of the site-based team which meets throughout the school year to review goals and objectives established based on the results of the comprehensive needs assessment. The site-based team uses a participatory system charging them to identify ways to achieve different and better results in meeting the needs of all students. When warranted, adjustments are made to the current plans to ensure the learning strategies outlined in the plan are tailored to the diverse population of students through the site-base decision making team. The site-based decision making team is an effective tool for establishing a two-way communication process between administrators, staff, parents, students, business partners, and community members. Site-based decision making is being proposed by many as a worthy "tool to increase student achievement" (Fulbright, 1988, p.5). Each campus team is required to hold a yearly parent meeting to communicate goals, objectives, testing data, results from the needs assessment, and how parents can become involved. The district hosts a yearly parent conference day during the first semester of the school year where parents and teachers meet one-on-one to discuss individual student progress. Parents are provided access to the "Parental Portal" where the students and the parents are able to view student's grades, assignments, attendance, etc. The parents also have access to the district website for communication purposes.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Professional Learning Communities (PLCs) are an on-going process that has been in place for a number of years. Currently, the Instructional Coaches facilitate the session on a weekly basis providing support with the development and delivery of curriculum components. Added to this process are the campus Lead Mentors to assist with the organizational aspects of the Mentor/Mentee program which currently only allows them to act as a collector of paperwork such as contact logs, summary sheets, and agendas for monthly information meetings. The grant will afford the district the opportunity to enhance the Mentor program by changing the roles and responsibilities of the lead mentor to a Mentor Facilitator. This new role will provide release time to monitor the mentor program with a new set of lens as they observe the program as it is happening during the school day. The Mentor Facilitator will have the advantage of offering additional instructional support, constructive feedback, and assistance in executing the action plans developed by the PLCs. The grant will allow us to provide a 21st Century Digital Learning Liaison to support the integration of technology in the classroom. This new position will operate under a reduced schedule to provide hands-on assistance that will directly impact the application of professional development in the area of technology within the classroom. The district offers training to new teachers to the district to acclimate them to the "Sheldon Way." The program will be redesigned to offer additional professional development at the beginning of the school year with follow-up sessions during the school year that are more prescribed to meet the needs of each individual teacher. The district is committed to implementing the components described to support teacher retention, career pathways, and strategic compensation to provide highly qualified teachers in all classrooms and to establish learning environments that promote student achievement for all demographic populations.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Process Evaluation/tracking schedules and attendance; Mentoring assignments	1.	Hours of New Teacher Academy offered each year and attendance of 75%
		2.	Percent of first year teachers with a mentor; in same subject
		3.	Attrition rate of teachers assigned a mentor from this program
2.	Feedback and longitudinal measures/ Quantitative (Surveys) and qualitative (Focus groups) with teachers	1.	Satisfaction with Induction Academy and Mentoring program
		2.	Change in attachment to school
		3.	Changes in confidence in teaching content and classroom management
3.	Process Evaluation/ Teacher Evaluation Checklist (i.e. observations, scores on rubric domains, eligibility)	1.	The average aggregate score for each observation conducted
		2.	Proficient or better on domains of formal eval change from prior year scores
		3.	Number of faculty/ staff trained to conduct teacher observations
4.	Abstract students' scores on state assessments from TEA PEIMS	1.	Average student scores on state assessments compared to state average
		2.	
		3.	
5.	Process Evaluation/track through district Human Resources	1.	Retention of teachers and other staff at campus
		2.	Percent of teachers receiving differentiated compensation result of program
		3.	# of qualified applicants and unique positions of edu. leadership added

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data collected for the process evaluation or formative assessment will consist of spreadsheets prepared by contracted evaluation staff that program staff can enter hours of Induction academy sessions offered and teacher attendance, contact information, and characteristics. Mentor assignments and characteristics such as common subjects taught will also be documented and tracked. Quantitative satisfaction feedback (administered after each session) will be collected by the school district and given to Evaluation staff to analyze and report. Evaluation staff will also prepare online surveys that measure (post and retrospective pre) Teachers' attitude changes (attachment to school and confidence in teaching and classroom management), administer at the end of each school year, and process, analyze, and report results to program staff and the annual TEA report. Evaluation staff will also conduct focus groups for each grade level to collect teacher and other staff qualitative feedback on the Induction academy, mentoring program, and professional development collaborative groups. Other data such as results of observations and other domains of the evaluation system rubric will be documented by checklists and spreadsheets and scores aggregated for reports. In addition, student scores by campus on state assessments will be abstracted from TEA's PEIMS and compared to state averages disaggregated by ethnicity and other student characteristics. Finally, retention of staff at each campus, addition of unique leadership positions, additional compensation pay, and the pool of qualified applicants and the number of hired each year will be tracked through the district Human Resources office, summarized and reported to program staff and in TEA reports. Evaluation staff will send out periodic (monthly – quarterly) brief reports of project implementation/service delivery and survey results to program staff for review and discussion for problem solving and correction as needed. Evaluation staff will also attend grant meetings either face to face or by phone at least quarterly or more frequently as requested.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Induction Program:

The New Teacher Induction Academy design team conducted an informal program evaluation to guide the decision-making process for implementing changes. We must ensure we are meeting the needs of new teachers that will produce positive results as evidenced through student academic growth. The revised program will consist of all teachers new to the district be required to participate in a 3-day professional development program prior to the start of school and 4 additional days throughout the school year. The district orientation will be held on day-one where the new teachers will learn about Sheldon ISD in a general welcoming format. Day 2 and 3 will consist of cohort professional development where teachers will engage in topics such as preparing for the first day, lesson planning, curriculum access and resources, curriculum implementation, special population support and requirements, and classroom management. At the end of day 3, the new teachers will complete a survey to assist in developing an individualized professional development plan that is linked to job performance. The quality of instruction in schools depends on the knowledge, experience, skills, and the overall willingness of the teachers working with the students. The goal of the design team is to continue to explore and develop the Individual Professional Development Planning process that will have the greatest impact on teacher growth and development. The information provided by the plans will be used to organize 4-days of on-going professional development support that will be offered one day in the month of October, November, January, and May with release time to participate. The New Teacher Academy is a two year program focusing on the sustainable and implementation of new learnings. The process will guide the professional growth of teachers and allow them to have some ownership of their learning.

The mentor program will continue to offer an opportunity for new teachers to receive support and assistance from an experienced teacher who has demonstrated success as a classroom teacher. Mentors are selected using an application process which is used to select mentors for each campus based on the following criteria: 1. At least three years of classroom experience, 2. A superior record of assisting students in achieving improvement via classroom benchmark scores, student report cards, and STAAR data, 3. Demonstrate excellent communication skills and a willingness to work with others, 4. Exhibits effective classroom management skills, and 5. Principal recommendation.

Sheldon ISD provides support and training for selected mentors by hosting a Summer Mentor Institute and implementing the initiatives in the Ginger Tucker Mentor Program Model which consist of the following professional development sessions: Training for Level I Mentors: *"Saving Our Greatest Resources: Helping New Teachers Succeed"* and *"Peer to Peer Training."* Training for Level II Mentors: *"Tools for Effective classrooms"* and *"Teaching and Training for Learning: Leading Adult Learners."* Teachers completing the mentor level I training will be allowed to mentor two new teachers while teachers completing level II mentor training will be allowed to mentor up to three new teachers. Each mentor will receive a \$500 stipend for each teacher mentored. The stipend for mentoring has been very limited due to the lack of funding to support the program over the past three year. This process will continue to be funded locally. The mentor program provides an opportunity for mentors and mentees (new teachers) to participate in observation rounds. The mentee will receive on-going, job-embedded feedback that consists of a pre-conference, observation, and a post conference. The mentors are trained in the Peer-to-Peer observation model which was provided by the Region IV Education Service Center. The model was developed to assist mentors to effectively facilitate the observation process promoting the idea of reflecting on professional practice and student progress. The components of the model include a peer-coaching model through focused observation to provide feedback based on data collection to increase active student engagement, develop and enhance coaching and mentoring skills, and to acquire skills to engage in critical conversations designed to improve teaching practice using conversation protocols. First year teachers will have four opportunities to participate while second year teachers have two opportunities. Substitutes are provided to cover classes during the process. If additional observations are required, they can be accommodated.

The Mentor Facilitator will be considered the lead mentor on their campus. Their role consists of managing and monitoring all components of the program, providing support to the mentors and mentees through monthly meetings throughout the school year, and communicating on a regular basis with the campus administration on the progress of the program. The Mentor Facilitator will initiate the completion of a First Year Teacher's survey at the beginning of the year to assist in designing a monthly calendar that will include strategies and topics for professional development to support the efforts of the new teacher based on individual campus needs. These after school sessions will be mini professional development opportunities that will take place during the monthly mentor/mentee meetings as a way to share simple day

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to day ideas to motivate and to spark their interest. This is also a time when the mentor/mentees engage in team building activities to assist in creating positive relationships and trust. The Mentor Facilitators will be expected to meet with the District coordinator four times during the year to receive continuous support at the district level. The Mentor Facilitators also serves on the District Mentor Advisory Team. The committee provides insight for evaluation purposes. They will also participate in a Train the Trainer model which will allow them to become the district mentor trainers. They will receive a stipend of \$2,500 as the Mentor Facilitator as well as a maximum of ten (10) release days throughout the school year to assist in monitoring observations, meeting with mentor/mentee teams, etc. The Mentor Facilitator and the campus administrator will determine the schedule for release time. Teachers with at least two years of experience will have the opportunity to apply to participate on a 21st Century Learning Team which will consist of 8 to 15 members. These teams will have the opportunity to develop a technology goal that will encourage technology integration within the classroom. Twenty-first Century Learning Liaisons will be provided to assist as a technology coach to help each team hone their skills by offering in class support, model/demonstrate lessons, facilitate collaborative dialogue regarding progress and the impact on student performance. The 21st Century Learning Liaisons will have a reduced schedule to support this new role. This process will be implemented using TAP as the evaluation tool

Defining Educator Responsibilities

A core element of the TAP system is the career path, which includes master teachers (Learning Liaison), mentor teachers, and career teachers. This path distributes school and instructional leadership, and creates different job expectations and responsibilities for different types of teachers. Although TAP provides guidelines about the responsibilities of TAP teachers, in this grant project, educators will work together to establish specific responsibilities. Performance standards will be established for master, mentor, and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. The responsibilities surveys play a role in determining teacher performance and pay. Responsibilities surveys are aggregated with classroom observation scores to form the "Skills Knowledge and Responsibilities (SKR) score" portion of the TAP performance award. The districts' schools have the autonomy to customize the responsibility survey to include role-specific responsibilities that are a priority for the school such as reflection on teaching or supervision. This 360 degree view of the multiple career paths provides accountability and ownership of the differentiated roles and responsibilities for instructional leaders in a TAP school.

Master and mentor teacher selection

Master and mentor teachers will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. TAP schools and districts are encouraged to form a hiring committee consisting of relevant school and district personnel in order to assist in the hiring process for both master and mentor teachers. Both master and mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, master teachers are required to have a master's degree in relevant academic discipline; at least five years of successful teaching as measured by performance evaluations (two years for mentor teachers); and demonstrated expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of the participating schools and districts, and are likely to be effective. This hiring process for master and mentor teachers has been implemented in other TAP schools with great success, which has prompted the participating schools and districts to adopt the same model.

In order to ensure the implementation of all components are delivered with quality and efficiency, the grant will provide an Educator Excellence Coordinator. This position will be the key to the success of all components of the grant.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The first and second year teachers (mentees) will be provided opportunities to observe other experienced teachers on the campus as well as their mentor. First year teachers will have four opportunities to observe while second year teachers will be afforded two observation periods. The mentee will be able to observe the mentor as well as other experienced teachers to gain additional knowledge and observe various strategies and techniques used within the classroom. Additional observations can be implemented upon special request. The observations are not limited to their campus. They may observe teachers on other campuses within the district and surrounding districts with prior permission from the District Coordinator. The mentors are trained to use the observation tool developed by Region 4 ECS through the Peer-to-Peer training component. The observation process allows the mentor to observe the mentee and vice versa. The mentor will observe the mentee as a means of providing job-embedded feedback on the instructional process and support. This will assist the mentor in helping the mentee to improve their overall teaching skills, classroom management, etc. It requires a pre-conference and a post-conference to enrich the process and to encourage the mentee to take ownership of their "own" learning in a less threatened environment. The pre-conference provides time for the mentee to prepare for the observation and to share any concerns regarding the focus on the observation. The post-conference allows time for the mentee to reflect on their performance and determine the next step for improvement.

The mentors are trained in the Peer-to-Peer observation model which was provided by the Region IV Education Service Center. The model was developed to assist mentors to effectively facilitate the observation process promoting the idea of reflecting on professional practice and student progress. The components of the model include a peer-coaching model through focused observation to provide feedback based on data collection to increase active student engagement, develop and enhance coaching and mentoring skills, and to acquire skills to engage in critical conversations designed to improve teaching practice using conversation protocols. First year teachers will have four opportunities to participate while second year teachers have two opportunities. Substitutes are provided to cover classes during the process. If additional observations are required, they can be accommodated.

Teacher Evaluation: 21st Century Liaison: Peer Review Model for Observations

Classroom observations—announced and unannounced—are conducted by members of the TAP Leadership Team (principal, assistant principal(s), master teacher (Digital Liaison) and mentor teachers) up to four times a year. To ensure the rigor of these observations, the TAP Leadership Team must undergo training and annual certification in the use of TAP's rigorous classroom evaluation standards, known as the *TAP Skills, Knowledge and Responsibilities Performance Standards*. The table below illustrates one of the instructional indicators on the rubric.

Teacher Content Knowledge Indicator from the Instruction Domain of the TAP Rubric

Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Teacher Content Knowledge <ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects he or she teaches. Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.

The rubric is shared and explained with teachers during the early stages of TAP implementation, providing them with the standards to which they will be held accountable before they are evaluated. TAP teacher evaluations produce more than a score; before each announced visit, teachers have a "pre-conference" session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there is a "post-conference" session with the evaluator to discuss the findings. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson. TAP's evaluation data management system

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automatically tracks scores to ensure inter-rater reliability.

The 21st Century Digital Learners will receive release time to practice the skills as well as have the Liaison to observe the delivery of instruction in an effort to provide constructive feedback and on-going support. This research-based model will be utilized to support on-going professional development through a coaching process as we move toward performance-based compensation. Measures of performance for evaluation and compensation purposes will be initiated to determine annual performance compensation.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The goal of the formal evaluation process is to improve student performance via teacher feedback and professional development. Thus, the proposed evaluation process is based on a growth model that assesses teacher effectiveness annually and encourages teachers to collaborate and improve instruction. The model includes four measures for strategic, performance-based compensation: 1) the current locally adopted formal appraisal rubric; 2) the 21st Century Learning Continuum; 3) growth in student achievement; 4) growth in school-wide achievement. Within the first three weeks of school, teachers will participate in an orientation on the evaluation process and components, which will be designed and facilitated by TAP, The System for Teacher and Student Advancement. Operated by the National Institute for Excellence in Teaching (NIET), TAP's history of researching and successfully designing performance-based evaluations and compensation will be an asset to the Sheldon ISD evaluation process.

The current locally adopted appraisal instrument is a rubric comprised of 51 criteria divided into eight domains that focus on the following: active, successful student participation in the learning process; learner-centered instruction; evaluation and feedback on student progress; management of student discipline, instructional strategies, time/materials; professional communication; professional development; compliance with policies, operating procedures, and requirements; improvement of all students' academic performance. The levels of achievement are defined as follows: exceeds expectations, proficient, below expectations, and unsatisfactory. The formal evaluation includes a teacher self-report, which requires self-reflection aligned to the formal evaluation rubric. Program directors and members of the campus leadership team (i.e. principals, assistant principals, mentors) who evaluate teachers or support teachers in the appraisal process must receive annual training in the multiple measures and observation protocols used for performance-based compensation. Evaluators must be recertified annually.

The appraisal calendar will follow Texas Education Agency guidelines, and teachers receive training on the evaluation tools prior to its use by an evaluator. The formal evaluation can occur at any time during the teacher's contract period and must be 45 minutes in duration, permitting the evaluator to observe the beginning, middle, and end of a lesson. The process includes any documentation that can influence the teacher's summative evaluation. Informal observations can occur at any time and for any duration. While appraiser/teacher conferences can be held at any time during the evaluation period, the appraiser must conduct a pre-conference prior to the formal evaluation. The pre-conference must address expectations and areas of focus. After the formal evaluation, the appraiser must provide written feedback within 10 days and conduct a post-conference to discuss evidence-based feedback and provide cognitive coaching. The post-conference is an opportunity for the evaluator and teacher to collaboratively develop strategies for improving the teacher's weaknesses and further developing his/her strengths. Within 10 days, a teacher can submit a response to the feedback and request a second appraisal.

The second performance measure, the 21st Century Learning Continuum, is a new component designed to integrate peer review and support as a means of fostering a culture of continual growth and professional development among colleagues. The continuum was developed after careful analysis of the needs of Sheldon ISD teachers, many of whom have less than five years of experience. The continuum is comprised of nine researched-based instructional practices that impact student achievement and directly correlate to the locally adopted appraisal instrument. The continuum adds a layer of transparency, specificity, and peer support that fosters a culture of professional improvement. Every teacher, regardless of experience, has the opportunity to collaborate on a team that utilizes the 21st Century Learning Continuum to identify problems of practice, set common goals, provide peer feedback, facilitate in-class support, and guide professional learning regarding effective instruction. The continuum addresses nine strategies, all of which are founded in research and six of which are embedded in the instructional practices of Texas early college high schools. The strategies are as follows: questioning, formative assessment, scaffolding, literacy groups, collaborative group work, writing to learn, classroom conversations, digital literacy, and parent involvement. The continuum defines each level of implementation on a growth scale identified as either implementing, sustaining, or innovating. Each stage of the continuum measures the quantity and quality of each strategy.

Implementing

Sustaining

Innovating

Teachers who reach the innovating level are those who are able to plan, develop, question, and model best practices for a specific strategy while embedding digital learning and academic support. The learning continuum will describe the

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attributes of each practice, the questions that should be addressed during the lesson planning stages, and suggestions for integrating technology that supports learning. As they hone their craft, teachers will use the rubric and support each other while administrators use it to guide walkthroughs. Though the rubric is a learning tool, it is designed to provide explicit feedback aligned to criteria in the eight domains of the formal evaluation instrument. The appraiser and the 21st Century Digital Learning Liaisons use the 21st Century Learning Continuum to develop written feedback for teachers prior to their formal observation. At any time during the process, a teacher may request a conference with his/her appraiser to obtain feedback aligned to the rubric. In addition, the 21st Century Digital Learning teams will meet monthly and use the rubric to reflect on their progress and plan actions (i.e. instructional rounds, peer tutoring, collaborative learning) that will assist them in achieving their common goals. To receive a bonus for performance during the first year of implementation, teachers must participate in up to four informal observations and meet each strategy's criteria for "sustaining." Each year thereafter, teachers who have achieved the sustaining level, must collaborate with their 21st Century Learning teams to progress to the innovating stage in at least four of the strategies. In addition, teams that meet their goals will earn the Sheldon ISD 21st Century Learning designation. After their formal evaluations, teachers will reflect on their progress and complete a 21st Century Learning survey that will be used to guide future professional development. The process adds new elements of team building, reflection, and cooperative learning to an evaluation system which traditionally has been isolated and independent.

21 st Century Learning Continuum Overview	
Strategy	Overview
Questioning	Analysis of teacher and student questions scribed by educator and/or students
Formative Assessment	Frequency, variety, data analysis, and effectiveness, including student self-evaluation
Scaffolding	Differentiation that embeds practices for scaffolding and extending challenging content
Literacy Groups	Annotation and analysis of digital and printed texts
Collaborative Group Work	Purposeful, strategic grouping for online and in-person collaboration that holds each student accountable, including group and individual note taking skills
Writing to Learn	Reflective and critical thinking
Classroom Talk	Collegial oral, written, and digital communication skills that target problem solving, argument, academic language and effort (Carol Dweck's "growth mindset")
Digital Literacy	Use of digital tools to evaluate credible resources and become producers of information (including reciprocal teaching)
Parent Involvement	Technology that includes parents in the learning process (i.e. flipped classrooms, handheld devices)

In summary, the 21st Century Learning Continuum is a tool used by teams of teachers, leaders, mentors, and administrators to guide the effective use of practices that develop the skills needed for college and career readiness in the 21st century. The continuum supports teacher improvement as outlined in the formal evaluation rubric and promotes learning at high levels of depth and complexity.

The evaluation process is as follows (as per the Sheldon ISD appraisal calendar):

- Teacher Orientation
- Teacher Self Report
- 21st Century Learning Team Goals and Support
- Walkthroughs and Instructional Rounds
- Teacher Observations
- Formal Classroom Observation
- Summative Annual Report, Conference, and Survey

The final measures of performance are related to classroom and school-wide growth and are rated on a scale of 1 to 5 based on student achievement gains: much less than a year, less than a year, one year, more than a year, much more than a year. Local assessments will be used to calculate student growth in each grade level by subject. District and campus leadership (including faculty) will meet annually prior to the start of each academic year to determine the learning objectives and assessments that will be used. The scores will be averaged across students in a classroom. To achieve the performance-based award for classroom growth, a teacher must earn a minimum score of 3 (one year of growth). Those who earn a higher score will receive a larger bonus. Once the scores are calculated, a teacher has the opportunity to verify the scores and the calculation. For teachers to meet the compensation criteria for schoolwide growth, a school must also earn a 3 (one year of growth). The learning objectives for schoolwide growth are the same as those defined for classroom growth. Sheldon will utilize TAP online services to provide the management system needed to calculate the academic growth measures.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

A professional learning community is educators committed to working collaboratively in on-going processes of collective inquiry and action research in order to achieve better results for the students they serve (Dufour, 2006). Professional learning communities (PLCs) focus development and learning on both students and adults by maintaining a constant focus on school improvement. The professional learning community ensures that students are learning, therefore the development of teachers in the school setting is paramount.

Sheldon ISD's executive leadership team has made a commitment to the professional learning community model to drive student success. At all levels of the organization, PLCs have been created to develop collaborative and goal-oriented professionals for the purpose of district success. At C.E. King High School we are a professional learning community that strives to develop teachers to prepare students to be college and/or career ready. Once a week the high school has a late arrival time for students, which enables teachers and staff the opportunity to receive professional development or collaborate with one another about instructional strategies, interventions, and formative development of lesson plans. The principal of curriculum and instruction is the administrator responsible for maintaining the integrity of the professional learning community model on campus. The professional development activities are created based on teacher feedback and interest. The three main ideas of a professional learning community are ensuring that students learn, developing a culture of collaboration, and focusing on results (Dufour, 2006). Teachers are committed to the professional learning community because it provides an opportunity for them to learn from one another through collaboration. It is an expectation that we carry out the mission of Sheldon Independent School District which is "We are Sheldon – a community of learners, sharing the past, shaping the future." Our district has made a commitment in developing a community of learners through collaboration; therefore it is the "Sheldon way."

Reference Dufour, R. (2006). *Professional learning communities at work*. Bloomington, IN: Solution Tree.

The TAP system incorporates both strategies that research studies have found to be potentially effective—collaborative learning teams and instructional coaching (Biancarosa et. al, 2010; Sanders et. al, 2009). But TAP also takes the next critical step by helping schools create an infrastructure that supports high-quality PD and ensures that the activities ultimately deliver positive results, both for teachers and for their students. The TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies.

In participating schools, teachers will receive one-on-one coaching from master teachers (Digital Liaisons and mentor teachers). These same teacher-leaders will also lead collaborative teams of teachers called "21st Century Digital Learning teams," which meet weekly to learn and develop new classroom strategies and to analyze the impact of those strategies on student learning. After every cluster meeting, master and mentor teachers will provide targeted follow-up coaching to help teachers master and effectively implement the strategies they worked on during the meeting, carefully calibrated to meet each teacher's individual needs. The districts' master and mentor teachers will also serve on a school-wide TAP Leadership Team, led by the principal, which will set clear goals for cluster groups and monitors their progress to ensure success.

As previously stated, the TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies in improving the skills of teachers in the classroom. In traditional models of professional development educators are likely to attend a session provided away from their school site with content delivered by external presenters. In this traditional model there is rarely follow-up provided with teachers in order to ensure that they have adequately applied the new information to their classroom instruction, or are being supported in their new professional learning. In contrast, the experts leading the professional development in TAP schools are working in the same facility and with the same students as the teachers that they are supporting. Participating schools and districts included in this project are committed to implementing this high-impact model of professional development.

Unlike the fragmented and disconnected approach to professional development still common in most schools, the TAP system provides teachers with a highly structured and focused form of professional development that is ongoing, job-embedded, collaborative, driven by analysis of a teachers' specific student achievement data, and led by expert instructors. In TAP, master teachers, mentor teachers and the principal have explicit responsibility for planning and leading a range of inter-related professional development activities. While the professional development structure is common across TAP schools, the content is entirely driven by careful analysis of student and teacher needs in any given

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school. Typical professional development activities include:

Cluster Groups. TAP restructures the school schedule to provide time during the regular school day for groups of teachers to collaborate on analyzing student data and learning new instructional strategies to improve student learning. Strategies are selected by master teachers based on detailed analyses of student achievement data and are only introduced to teachers in the cluster group after the masters teachers have successfully field tested or vetted the strategies in actual classrooms so they can demonstrate student learning gains. After master teachers introduce a new strategy, teachers use the strategy in their own classrooms, then return to cluster meetings with pre- and post-test data from formative assessments so that the group can discuss how well the strategy worked and refine it further if necessary.

Individualized Coaching. The TAP system expects master and mentor teachers to follow up after cluster meetings to provide every teacher with one-on-one coaching. They are provided training, authority, time, and additional compensation for these roles, and their extensive, individual work with classroom teachers is described in detail in their supplemental contracts. Master and mentor teachers carefully calibrate the content and form of coaching to meet teachers' individual needs based specifically on the students in the teachers' classroom. For example, they might ask:

- How well did the teacher understand the strategy overall, and did he or she struggle with a particular aspect of it?
- What kind of coaching technique would work best for this teacher in this circumstance—observation and feedback, a demonstration lesson, co-teaching?
- Will one of the "critical attributes" - the essential elements making the strategy successful - be difficult for this teacher, given what I know from the teacher's formal evaluations or what I have observed informally in the teacher's classroom?

Master and mentor teachers employ a wide range of coaching techniques that can be adapted to suit teachers' individual needs. Some teachers might benefit most from "lighter" coaching in which the master or mentor teacher observes the teacher applying the new strategy during a lesson and then follows up with reflective questions and feedback. Other teachers might benefit most from a demonstration lesson during which they get to observe the master teacher modeling the strategy again, this time with an actual classroom of students. Still other teachers might need more intensive "elbow-to-elbow" coaching wherein they co-teach a lesson to a classroom of students—right alongside the master or mentor teacher.

Master and mentor teachers regularly visit teachers' classrooms to provide highly intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching. For example, master or mentor teachers often visit classrooms to coach teachers on a new instructional strategy after introducing it during a cluster group meeting. Coaching can take place outside the classroom, too: Mentor or master teachers can meet with teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a lesson went.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Ongoing job-embedded professional development designed to support teachers in increasing their skills and effectiveness is an essential element of the TAP system. Professional development in TAP schools is provided by school-based expert master and mentor teachers, who have been selected to take on additional responsibilities based on their records of improving student achievement and successful work with adult learners. For teachers to have substantive learning opportunities, practitioners and researchers have emphasized the need for schools to redesign the workplace and create ample time for teachers to meet during their regular work hours (Education Week, 2004). TAP schools structure their schedules to allow for professional development activities to take place during the school day. Every week, master and mentor teachers lead career teachers in "cluster groups," small professional development sessions focused on instructional improvement for increasing student achievement. Cluster groups are grade- or subject-specific and typically have five to eight members. Professional development extends into each classroom as master teachers model lessons, observe instruction and support teachers to improve their practice. In this way the professional development not only focuses on instructional strategies as previously discussed but is also tied to evaluation results and student assessment data.

TAP Addresses the Needs of Schools, Teachers and Principals

Rather than rely on outside experts offering one day workshops, TAP schools recruit or develop their own experts who structure professional development around: 1) the needs of students as identified through classroom assessments; 2) the needs of teachers as identified through classroom observations and student work; and 3) the needs of principals as identified through needs of teachers and students. Data from students in the school building are analyzed regularly during TAP Leadership Team meetings and weekly cluster groups to ensure that the professional development remains focused on improving student outcomes.

TAP Leadership Team (TLT) Meetings. The TLT analyzes student and teacher observation data for persistent areas of weakness across the campus. The broad needs of the school, as identified by the leadership team, inform the topics for the weekly cluster meetings. For example, in schools with weak scores on reading comprehension, the TLT will utilize or create assessments to isolate specific sub-skills of reading comprehension (e.g., making inferences). The TLT monitors the research of specific student-based strategies and the vetted results to plan for cluster implementation.

Cluster Groups. Master and mentor teachers use group settings (cluster meetings) and individual opportunities (e.g., coaching; model teaching) to help teachers build their skills. TAP cluster groups are focused on building teacher expertise with specific instructional strategies or tools applicable across the subject matter. The need for specific instructional strategies or tools is identified through analysis of student work from individual teachers' classrooms. Master and mentor teachers use evaluation data (SKR score and value-added data) through CODE to analyze areas for improvement across the faculty and for an individual teacher, and address these areas of need in weekly cluster meetings.

These strategies help teachers focus on how students learn and the methods teachers can use to enhance instruction. Master teachers use existing research and experts within and outside the TAP network to select student learning strategies. As stated by Jerald (2009), "Importantly, the new instructional strategies introduced during cluster meetings are not just 'best practices' brought back from a conference, but rather carefully identified and adapted strategies that relate directly to the school's improvement plan." Master and mentor teachers teach, or field-test, the strategies with students in the school while systematically tracking progress in the targeted skill. This allows them to model the strategy effectively for teachers. A master teacher may field-test a strategy multiple times, adjusting the instruction until it results in growth for all students.

At each cluster meeting, teachers analyze student work to determine the impact of a previous strategy on their students' growth. Based on those results, they then identify modifications or extensions they may need to provide to their students. Additionally, teachers are required to administer pre- and post-assessments to their students so they can measure progress towards mastering the targeted skill. These assessments are focused on a specific student learning need and are aligned to the state assessment, which can provide teachers with predictors for how students will ultimately perform on the school's high stakes tests.

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Other Support. All TAP teachers are provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the cluster meeting. TAP teachers also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a master or mentor teacher modeling the strategy in a teacher's classroom. The value of this support is magnified by the fact that the teacher receives guidance from the *same* master teacher throughout the year, ensuring that the master teacher, as the provider of professional development and evaluations, has had an active role in tracking the progress and needs of a specific teacher.

As noted, teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. In their case, support from expert master teachers will serve to further hone their skills in the classroom. Teachers with sustained effectiveness have the opportunity to take on expanded roles and responsibilities as master and mentor teachers.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101924

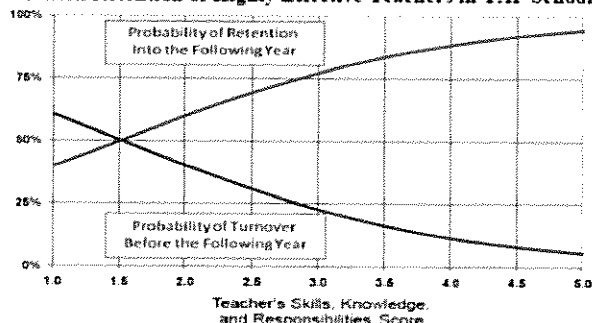
Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Strategic Compensation and Retention:

As teachers begin to explore innovative strategies and techniques to enhance classroom instruction, it will become apparent that additional support, time to practice, on-going training, as well as some autonomy in the development process proves to be necessary. This leads the district to begin channeling their focus on 21st Century Learning in the area of technology. This concept of 21st Century Digital Learner takes on a whole new meaning for schools today. Sheldon ISD has challenged our schools to provide technology services for literacy, integration, and transformative learning to help prepare students to successfully live, learn, and work in the Digital Age.

Performance-based compensation for teachers. The TAP System rewards teachers who demonstrate effectiveness on multiple measures - including student growth and classroom observations. Teachers earn performance-based compensation based on evaluation measures: classroom value added, school-wide value added, and SKR scores. The size and structure of TAP performance awards have been proven to affect educator behavior and recruitment and retention decisions in high-need schools as shown in the chart below, "Increased Retention of Highly Effective Teachers in TAP Schools."

Increased Retention of Highly Effective Teachers in TAP Schools⁷

TAP uses multiple measures and a mixed model of group and individual incentives to achieve the behavioral changes necessary to recruit and retain effective teachers and to increase buy-in, collaboration, and collegiality in TAP schools. TAP's *individual* performance incentives are comprised of classroom value-added (when available) and SKR scores. The school-wide value-added measure is TAP's *group* performance incentive. Based on the results of this experience, and the research below, we believe the incentives proposed for the Partnership schools will be sufficient to affect behavior in Partnership schools. TAP's comprehensive approach to incentives attracts effective teachers and principals because of its opportunities for expanded pay and supportive working environment in high-need schools. In addition, TAP's performance-based incentives, instructionally focused accountability and on-site professional development support continuing improvement in teaching and leadership skills. In this way, TAP increases the percentage of effective educators in a school through a combination of recruitment and retention.

Structure of award. Classroom student growth measures are an important part of measuring teacher performance since they are more closely linked with individual teacher performance. Teachers can analyze the link between their students' achievement growth and their own instructional skills, with the help of the leadership team. This helps teachers to better understand specifically how to change their own practice to increase their students' achievement.

Basing a portion of the overall incentive on the school-wide value-added measure is important for two critical reasons. First, not all teachers receive individual classroom scores, and this measure gives them an opportunity to receive bonuses based on the whole school's student achievement growth. Second, theory, research and 14 years of experience in TAP schools indicate that school-wide performance awards promote professional collaboration, staff collegiality, and alignment of organizational resources with instructional goals. The optimal approach to incentives is to balance individual and group incentives wherever possible as it motivates high personal performance as well as positive contributions to teamwork. Sheldon ISD is currently focusing on individual incentives, but may consider group incentives

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to gain the most from the process. This decision will be explore in more details by the design team if the grant funds are awarded.

Teachers serving on the 21st Century Digital Learning teams will have the opportunity to receive incentive pay up to \$1,000 if individual goals are achieved by the end of each school year and possibly become Digital Mentors to assist new teams of teachers the following school year. The 21st Century Learners are expected to establish a goal that will ultimately improve their knowledge and skills while impacting student academic growth. The evaluation system that will be incorporated into this process will drive collaborative dialogue among individuals and create avenues for additional one-on-one coaching to prepare the teachers for the formal observational process. The students will experience the "biggest" gains, because they are already thinking digitally and waiting for educators to catch up. The students will have the opportunity to exhibit their knowledge and skills using equipment and apps that they are currently familiar with. We anticipate this program will change the campus culture in response to a different way of applying new knowledge. While working through this process, teachers will also experience a sense of ownership, support, recognition, and belongingness which are elements that inspire employee motivation and engagement. This new concept will not only provide the prospect of obtaining incentive pay, but will cultivate a working environment where non-monetary benefits may outweigh monetary rewards. This will be a step in the right direction for recapturing the concept of remaining in one district during one's teaching career.

This project was developed after the design team completed an analysis of the district's current retention and turnover rates for the past three years. See charts below:

Teacher Turnover Rates

Past three years (Based on Academic Excellence Indicator System - AEIS)

School Year	District	State
2010-2011	14.4	11.9
2011-2012	15.5	12.6
2012-2013	28.5	15.3

Teacher Retention Rates

Past three years (Based on District Data)

School Year	% left district	% Retained
2010-2011	13.4	86.6
2011-2012	23.4	76.6
2012-2013	21.3	78.7

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Director of Personnel Services attends numerous job fairs in Houston and across the State of Texas. Campus administrators and/or Central Office administrators are commonly known to participate in this process throughout the school year. Candidates, especially if there is a mutual interest for possible employment, are encouraged to complete the application process on the district's website. Sheldon ISD uses the "Talent Ed Recruit and Hire software program which allows the district to focus on finding the right people. The software provides a management system for stacking and storing of applications, resumes, transcripts, certificates, etc. It also has a component for automated notifications and reference checks. It is a cloud-based, comprehensive applicant tracking and hiring management system that takes the paper out of the process and streamlines workflow for everyone involved – from job requisitions and posting, to hiring, and everything in between. The program allows the Personnel Services department (Human Resources) and campus administrators to direct their time and efforts on efficiently and effectively identifying the best teachers and staff for the district and our students.

The district has also organized an in-district job fair where candidates are invited to come and meet with campus principals and other staff members which gave the district the upper hand on hiring the best teachers. The competition wasn't between districts, but between campuses within the district. ☺ This was an opportunity for candidates to see where the district is located for commuting purposes, to see the campuses and the neighborhoods, etc.

We also offer an incentive pay of \$200 to any Sheldon staff member (administrators excluded) recommending a teacher that actually signs a contract. Candidates are provided information about the district which includes but not limited to the following information: 1. Trainings offered for new teachers, mentor program, technology infrastructure that is currently in place such as LCD projectors in every classrooms, class sets of iPads and laptops for check out, iPods for assessment purposes, document cameras, After School program for enrichment and academic support for identified campuses, Daycare Center for employee's children (Early Learning Center), option to bring their own children to attend school in Sheldon with transfer approval, etc.

According to leading education writer and policy expert Craig Jerald, "The TAP design does not achieve alignment merely by including teacher evaluation and professional development along with teacher pay in the model, but rather by employing several explicit strategies that allow other school-wide practices to support and reinforce differentiated compensation, and vice versa" (Jerald, 2009). TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools.

As previously described master and mentor teachers will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. TAP schools and districts are encouraged to form a hiring committee consisting of relevant school and district personnel in order to assist in the hiring process for both master and mentor teachers. Both master and mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, master teachers are required to have a master's degree in relevant academic discipline; at least five years of successful teaching as measured by performance evaluations (two years for mentor teachers); and demonstrated expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of the participating schools and districts, and are likely to be effective. This hiring process for master and mentor teachers has been implemented in other TAP schools with great success, which has prompted the participating schools and districts to adopt the same model.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Through the implementation of this grant, Sheldon will be able to provide multiple career pathways for classroom teachers.

1. Mentor Teacher: Teachers, with a minimum of three years of experience, will be able to submit an application to serve as a mentor to a first/second year teacher. Their roles and responsibilities will set the stage for new teachers' professional growth and development. They will be expected to attend a summer training component that will be presented in two parts. Level I mentor training will allow the teacher to mentor no more than two new teachers within a given year. Upon the completion of level II mentor training, the mentor will be allowed to mentor up to three new teachers during the same school year. They will have release time to participate in the peer-to-peer observation model. They will maintain weekly contact logs and attend Professional Learning Communities collaborative sessions with the new teacher. They will provide on-going support for driving effective instruction, working with struggling students, communicating with parents, handling the day to day routines, and participate in the monthly mentor/mentee after school meetings and mini professional development sessions. The mentor teacher will receive a stipend for taking on this role that will continue to be paid by the district.

2. Trainer for the New Teacher Academy Induction program:

Successful Mentor Teachers will be provided the opportunity to become a district trainer for the New Teacher Academy. They will assist in facilitating the professional development components and will receive a stipend for their services. The goal is to have at least one trainer from each campus who will be available to the new teachers who may have questions or concerns pertaining to any of the information presented during the professional development sessions. This is just another avenue for on-going support.

3. Mentor Teacher Facilitator:

The Mentor Facilitator will be considered the lead mentor on their campus. Their role consists of managing and monitoring all components of the program, providing support to the mentors and mentees through monthly meetings throughout the school year, and communicating on a regular basis with the campus administration on the progress of the program. The Mentor Facilitator will initiate the completion of a First year teacher's survey at the beginning of the year to assist in designing a monthly calendar that will include strategies and topics for professional development to support the efforts of the new teacher based on individual campus needs. These after school sessions (also mentioned in the mentor teacher section above) are titled mini sessions since they take place during the monthly mentor/mentee meetings as a way to share simple day to day ideas to motivate and to spark their interest. This is also a time when the mentor/mentees engage in team building activities to assist in creating positive relationships and trust. The Mentor Facilitators will be expected to meet with the District coordinator four times during the year to receive continuous support at the district level. The Mentor Facilitators also serve on the District Mentor Advisory Team. The committee provides insight for evaluation purposes. They will also participate in a Train the Trainer model which will allow them to become the district mentor trainers. They will receive a stipend of \$2,500 as the Mentor Facilitator as well as a maximum of ten (10) release days throughout the school year to assist in monitoring observations, meeting with mentor/mentee teams, etc. The Mentor Facilitator and the campus administrator will determine the schedule for release time.

4. 21st Century Digital Liaison:

In the fall of 2013, November Learning collected qualitative and quantitative data that indicated a need for additional teacher support. While teacher use of digital applications has increased, student surveys reveal the need for a substantial increase in hands-on opportunities for students to collaborate and demonstrate digital literacy while producing, synthesizing, communicating, and evaluating information. Although Sheldon ISD teachers have participated in November Learning professional development workshops over a two-year period, the teachers require more time to plan and implement what they learn. Observing and working alongside someone experienced in integrating a rigorous curriculum and proven technology-based instructional practices, provides the classroom teacher with the added benefit of real-time classroom support. Thus, the role of the 21st Century Learning Liaison is to impact achievement by closing the gap between acquiring technology and using it to engage all stakeholders—educators, community members, and parents—in developing students' critical thinking skills.

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The 21st Century Liaison will have a reduced teaching schedule so there is a chunk of time available to support the 21st Century Digital Learning teams. There will be two liaisons for the high school, one to be shared by the middle schools, and two to be shared by the elementary campuses. The Liaison will also participate in the Peer Review Model for evaluation purposes.

5. Educator Excellence Coordinator:

Implementing the various components of this grant can appear to be a daunting process; therefore, it is imperative that a district Coordinator be hired to fulfill the role of managing and monitoring all programs and positions throughout the duration of the grant. The plan is to focus our attention on selecting a person of teacher status to take on this role in lieu of an administrator. We want to continue to support the efforts of the teachers while honing their leadership skills over the course of their career in education.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sheldon ISD will not be seeking a waiver in order to implement the components of the local program design of the Educator Excellence Innovation Program.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Sheldon ISD will not be seeking a waiver in order to implement the components of the local program design of the Educator Excellence Innovation Program.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sheldon ISD will not be seeking a waiver in order to implement the components of the local program design of the Educator Excellence Innovation Program.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sheldon ISD will not be seeking a waiver in order to implement the components of the local program design of the Educator Excellence Innovation Program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101924

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The components included in this application were developed based on the needs of the district in respect to what is valued and what is important. The district values the student population which currently consist of 7,716 with 79% economically disadvantaged and 60% at-risk. What is equally important is how we go about our business each and every day to provide the learning environment the students require to attain future goals and aspirations. The design team used various data points for developing the local plan. First, the state assessment data clearly indicate that the economically disadvantaged students require additional attention in meeting state standards. Secondly, the teacher turnover rate is twice as high compared to the state's results. Thirdly, the district's student population has grown by an average of 4% over the past three years. Fourthly, the average experience of teachers in the district is 4.6 percent. When we began to review these data points, we realized our efforts must be rigorous and timely.

In order to implement the plan designed by the team, additional funding would be required. One of the major challenges would be providing ten days of release time for the Mentor Facilitators to effectively monitor and support the mentor/mentee observation periods. The current budget does not lend itself to offer such services. The campus principals would not be able to allow the 21st Century Liaisons to work under a reduced schedule to facilitate collaborative dialogue sessions during PLCs, provide coaching during classroom instruction, or to participate in implementing the Peer Review Observation Model. The greatest challenge will be trying to cover the cost of the incentive pay for teachers participating on the 21st Century Digital Learning Teams which will be one of the major highlights of the grant. Ideas, suggestions, best practices, strategies, and techniques are readily available; however, funding is the only way to make it a reality.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

April 2014: Communicate the components of the Educator Excellence Innovation Plan with District and campus administrators, teachers, school board members, etc.

May 2014: Publicize the program components on the District's website and the Human Resources webpage for recruiting purposes as well as to share the information with all stakeholders.

April 2014: Meet with all stakeholders to begin reviewing the implementation plan

April, 2014: Hire Educator Excellence Coordinator

April, 2014: Schedule meetings with TAP (Teacher Advancement Program) to develop components for the Peer Review Model, evaluation system, and incentive guidelines

May 2014: Schedule training for TAP evaluators

May 2014: Post applications for 21st Century Liaisons & make selection

May 2014: Provide applications for Mentor Teacher Facilitators & make selection

June 2014: Post applications to solicit Mentor teachers, New Teacher Academy Trainers, and 21st Century Digital Learners

June 2014: Announce results of applicant selection for Mentor teachers, New Teacher Academy Trainers, and 21st Century Digital Learners

July 2014: Post Professional development calendar to include New Teacher Induction Academy training dates

Summer 2014: Mentor trainers and New Teacher Academy trainers will complete Train the Trainer Model

Summer 2014: Provide training for teachers preparing to serve as mentors for the new school year (Level I and Level II training).

August 2014: Implement the New Teacher Induction Program and the Mentor Teacher Program components

August, October 2014, February and April 2015: Educator Excellence Coordinator meets with Mentor Facilitators to determine progress of the mentor/mentee program components

September 2014: 21st Century Digital Learners begin PLCs on each campus facilitated by the Digital Liaison

October 2014 – April 2015: Begin 21st Century Learners Peer to Peer Observation Model

October 2014 - April 2015: Mentor/mentee observation window

October, November, January, and May 2015: New Teachers participate in Professional Development based on individual plans

November 2014: Work with Harris County Department of Education (HCDE) for mid-year review of the implementation process.

January 5, 2015 – March 15, 2015: Offer incentive pay for early notification to resign or retire

April – June 2015: Begin collecting data sets to submit to HCDE to complete the evaluation process by the external evaluator.

May – June 2015: TAP will work with Liaison and campus administrators regarding the CODE components, etc. in an effort to complete the evaluation process

May 2015: Post applications for potential mentors and/or 21 Century Digital Learning team members for the fall of 2015

June 2015: Announce 21st Century Digital Learners attaining their goal for the year in order to receive their incentive pay.

June 2015: District Advisory Council will review the end of year report for program modification purposes to be facilitated by the Educator Excellence Coordinator.

June 2015: Share end of the year results with district and campus administrators, leadership teams, and school board members.

July 2015: Begin the process of training new mentors, by providing level I and level II mentor training.

January 5, 2016 – March 15, 2016: Offer incentive pay for early notification to resign or retire

June 2016: Share end of the year results with district and campus administrators, leadership teams, and school board members.

The cycle continues from the 2014-2015 school year ending August 2016.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant planning team consisted of the Director of Grant Development and Compliance, Director of Advanced Academics, Director of Curriculum, Director of Personnel Services, Elementary Principal, Elementary Assistant Principal, and the High School Curriculum Principal. A draft proposal was developed and presented to the Director of Instructional Technology for additional input on the 21st Century Digital Learners component. After numerous planning meetings with the design team, the plan was ready for the Associate Superintendent to review. The next step was to present the plan to the District Advisory Committee that consisted of teachers from across the district. The team completed an activity titled the "Mentor Briefing Activity" where four questions were placed on individual sheets of chart paper. The questions were: 1. Processes that are working well; 2. Successes to share; 3. Barriers to success; and 4. Suggestions and needs. The concerns that surfaced were all covered by one or more of the components of the plan. The teachers were excited about the many opportunities it will provide as well as the gains that would be achieved by the student population. Upon unanimous support from each of the persons addressed, the final step was to present the plan to the Superintendent of Schools. The Superintendent was very pleased with the design that was developed and elected not to make any changes to the draft that was presented. Many of the persons who participated in this plan have been a part of the Sheldon family for a while and strongly support the plan and are willing to give it 110% to bring it to fruition. The Superintendent established a student group called "Superintendent Cabinet of Student Leaders" which is comprised of students in grades 7th to 12th within Sheldon ISD a few years ago. The students meet with the superintendent throughout the school year to discuss their concerns and ideas which can have a positive effect on student engagement, performance, and the culture of the schools. Recently, she asked the students to list their concerns specifically about teaching and technology integration. Following are some of their comments.

- Teachers don't integrate technology into the lessons – not even using our phones.
- There needs to be some kind of internet connection between the teacher and the students, like Edmodo.
- We like it when teachers use technology that helps us to learn.

This is an indicator that the students are ready for change as it relates to technology in the classroom.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal of the district is to improve student performance at all academic levels while increasing the retention of highly qualified instructional staff. We want all students to be successful, but we know we must draw our focus more intensely on the students identified at-risk and economically disadvantaged. In order to achieve the desired goal and expectations, staff on all campuses within the district will have the opportunity to participate in the Educator Excellence Innovation Program. It is our desire to implement effective strategies that will recruit and retain teachers who are dedicated and committed to the overall goal of improving schools. It is equally important to stay focused on the targets in front of us.

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